

БӨЛІМ: БИОЛОГИЯ

CLIL технологиясын пайдала отырып биология сабағында IELTS емтиханына дайындық жүргізу

ЖАРИЯЛАНДЫ
27.10.2020

СІЛТЕМЕ
<https://bilimger.kz/83854/>

Абдукаримова Анар

CLIL – өзге тілде пәннің мазмұнын және тілді меңгеруге мүмкіндік беретін екі жақты білім беру тәсілі.

Short-term lesson plan

Nazarbayev Intellectual school of physics and mathematics in Aktobe		
Subject: Biology	Teacher name: Anar Abdukarimova , Joanne Brown	
Date:	Grade:11	Number of students:
Long-term plan unit	11.1A Ecology and the impact of human activities on the environment	
Theme of the lesson	Ecology, environmental and conservation	
Previous learning	Biosphere, ecosystem, population: G6, G7, G8, G9, G10 The influence of human activities on the environment: G6, G7, G8, G9, G10	
Learning objectives	11.3.2.2 study and suggest possible solutions to environmental problems in Kazakhstan	
Lesson objectives	Environmental issues of the Republic of Kazakhstan and the way of their solutions.	
Assessment criteria	Students should understand study possible solutions to environmental problems in Kazakhstan	
Language objectives	Draw learners' attention to the academic language required for reaching the subject learning objectives. Harbour , Cotton , Dam, Genetic disorders, Foetus, Pesticides, Tuberculosis, Irrigation, Bronchitis, Pollution, Mining, Uranium	
Value links	Honesty, cooperation, tolerance, trilingualism, health, respect, responsibility and lifelong learning. Health Mystery of Kazakhstan sleeping sickness solved, says government https://www.theguardian.com/world/2015/jul/17/mystery-kazakhstan-sleeping-sickness-solved Global citizenship Air Pollution Becoming a serious Global Health Issue http://www.ifscience.com/environment/air-pollution-becoming-serious-global-health-issue/	
Crosscurricular links	<i>Subject</i> GP. Chemistry	<i>Stage</i> Task 1-7 Task 1-7
Differentiation	<i>High ability student sit with low ability student</i> 3.80.3 video Aral Sea and Semey Listening Section A questions 1-10 low ability: Section B,C medium ability and section D high ability	
ICT skills	Using laptops for researching information, video, quizlet	
Health and safety	Bags tucked neatly under tables to avoid anybody accidentally tripping up. Ensure that students wear lab coat and safety goggles during any practical activity.	
Lesson procedure		
Planned stages	Planned activities	Resources
Beginning min 2 min	Task 1 4. 80.3 Kazakhstan environmental problems PPT What is the topic today? Lesson objective up on board and discussed Study and propose possible solutions to environmental problems in Kazakhstan	https://quizlet.com/204624302/114-c-ecology-definitions-flash-cards/ Slide 1

Middle	<p>Task 2 Vocabulary 4.Vocabulary Kazakhstan environmental problems Cut up worksheet, students match terms with the definitions</p>	<p>https://quizlet.com/206989297/114c-pollution-flash-cards/</p>										
	<table border="1"> <thead> <tr> <th>assessment criteria</th> <th>descriptors</th> </tr> </thead> <tbody> <tr> <td>identify ecological terms</td> <td>match the terms with the definitions</td> </tr> </tbody> </table>	assessment criteria	descriptors	identify ecological terms	match the terms with the definitions	<p>4.Kazakhstan environmental problems vocabulary</p> <p>4.80.3 Kazakhstan environmental problems ppt 4.80.3 Kazakhstan environmental problems ppt</p>						
assessment criteria	descriptors											
identify ecological terms	match the terms with the definitions											
5min												
3 min	<p>Peer assessed</p> <p>Task 3 Practice IELTS Exam The section are as follows: 1.Listening 2. Reading 3. Writing 4. Speaking</p>	<p>video 4.80.3.Ships Cemetery Aral Sea Dead Zone of Poisoned Pollution</p> <p>video 4.80.3.Kazakhstan Nuclear Testing Aftermath</p> <p>4.80.3 video Aral Sea and Semey Listening worksheet</p>										
25 min	<p>Task 4 Listening 4.80.3 video Aral Sea and Semey Listening worksheet Give the students the work sheet and follow the instructions Play the 2 videos and stop it at certain sections</p>	<p>4.80.3 reading_coal mining_-_multiple_choice</p>										
15min	<table border="1"> <thead> <tr> <th>assessment criteria</th> <th>descriptors</th> </tr> </thead> <tbody> <tr> <td>explores possible solutions to environmental problems in Kazakhstan</td> <td>Fill in the sentences with the missing words (1-10 sentences) 1__2__3__4__5__6__7__8__9__10__.</td> </tr> <tr> <td></td> <td>Answer section B questions 11__,12__.</td> </tr> <tr> <td></td> <td>Answer section C questions 1__2__3__4__.</td> </tr> <tr> <td></td> <td>section D questions 1__2__3__.</td> </tr> </tbody> </table>	assessment criteria	descriptors	explores possible solutions to environmental problems in Kazakhstan	Fill in the sentences with the missing words (1-10 sentences) 1__2__3__4__5__6__7__8__9__10__.		Answer section B questions 11__,12__.		Answer section C questions 1__2__3__4__.		section D questions 1__2__3__.	<p>4.80. 3. Speaking test Kazakhstan</p>
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15min	<p>Peer assessed</p> <p>Task 5 4.80.3 reading_coal mining_-_multiple_choice Reading Students read through the worksheet and answer the questions</p>	<p>4.80. 3 graph uranium Written test</p>										
10min	<table border="1"> <thead> <tr> <th>assessment criteria</th> <th>descriptors</th> </tr> </thead> <tbody> <tr> <td>identify ecological problems in Kazakhstan</td> <td>choose the correct answers in the test answer questions</td> </tr> </tbody> </table> <p>Self assessed</p> <p>Task 6 4.80. 3. Speaking test Kazakhstan Speaking Student are given individual cards and work in pairs. One acts as the examiner the other as the student. Then they change roles.</p>	assessment criteria	descriptors	identify ecological problems in Kazakhstan	choose the correct answers in the test answer questions							
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<p>End 5min reflection</p>	<p>At the end of the lesson, learners reflect on their learning: — What has been learned — What remained unclear — What is necessary to work on Assessment - how are you planning to check students' learning? Task 2. Peer assessed Task 4. Peer and Teacher assessed Task 5. SelfTeacher assessed Task 6. Peer assessed Task 7. Self and Teacher assessed</p> <p>— provide constructive feedback on each stage completion in a form of self-assessment, peer assessment or teacher assessment.</p>	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>	
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)? 1: 2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)? 1: 2:</p>		

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